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ABSTRACT

Information is presented on selected projects funded by the U.S. Office of Special Education Programs (OSEP), including projects which present promising practices or effective strategies and/or were intended for national information dissemination. The categories of projects are as follows: services/programs for the deaf/blind, early intervention, inclusion, educational outcomes, finance, secondary school to work transition, social relationships, teacher training (distance education and multimedia productions for teacher education), and technology. Project profiles state the purpose of the project and outcomes and include the name of the project, the contact person and address, the project expiration date, and the types of materials available for dissemination. (SW)

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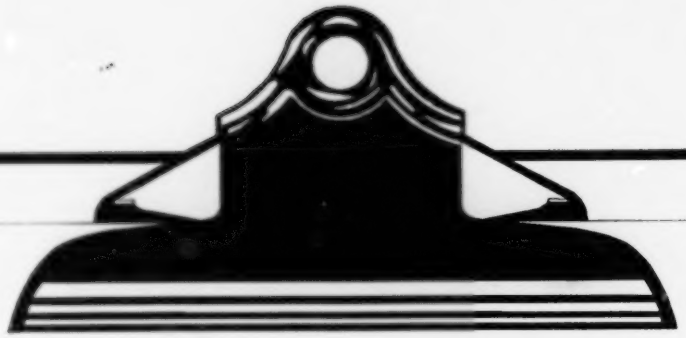

SELECTED OSEP-FUNDED PROJECTS...

collecting/disseminating
"promising practices"

From

NSTEP at NASDSE
April, 1995

EC 304415

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INTRODUCTION

NSTEP has prepared this document in response to the 1994 CSPD Coordinator's Needs Assessment that suggested a common need for ways of accessing promising practices both regionally and nationally. As one step in this direction, the packet contains profiles of selected OSEP-funded projects across the divisions of Innovation and Development, Educational Services, and Personnel Preparation. The projects were selected based on particular aspects of their workscopes, including (a) the collection of promising practices or effective strategies within their primary area of focus; and/or (b) the intent to disseminate information nationally.

The selection of projects was made by reviewing the project abstracts prepared by/for OSEP divisions or branches (see NOTE below). In some cases additional or updated information was obtained by contacting the projects directly. While every effort was made to be thorough, decisions to include a particular project was dependent upon the content of the abstracts. If you are aware of a project(s) that have been omitted, please contact Pat Gonzalez (703-519-3800) with the information.

The project profiles are grouped into topical sections. Each profile includes the name of the project, the contact person and the contact information, the project expiration date, the purpose, and a statement regarding the types of materials available for dissemination. The document has been three-hole punched so that its contents can be revised. **On a semi-annual basis NSTEP staff will be sending updates with new projects funded by OSEP. To maintain a current listing, please place these additions in the appropriate section and mark-out or remove expired projects.**

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NOTE: Some of the abstracts were obtained from documents compiled by groups for the Office of Special Education Programs. The sources of these abstracts are provided using the following asterisk code after the name of the project:

* TRACES Project, Teaching Research, 345 N. Monmouth Avenue, Monmouth, Oregon 97361

** NEC*TAS (Nancy Guadagno), 500 NationsBank Plaza, 137 E. Franklin Street, Chapel Hill, North Carolina 27514

*** ERIC Clearinghouse on Disabilities and Gifted Education (Anmarie Kallas), Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

**** Judy Smith-Davis for the CSPD Bulletin Board, SpecialNet

DEAF-BLIND PROJECTS

SERVICES FOR DEAF-BLIND CHILDREN AND YOUTH *

Bud Fredericks
Teaching Research Division
Western Oregon State College
345 N. Monmouth Avenue
Monmouth, OR 97361
PH 503-838-8391

or

Bruce Dalke
(same address)
PH 503-838-8807
FX 503-838-8150
TDD 503-838-8821
SpecialNet: TRD
Internet: dalkeb@fstr.wosc.osshe.edu

Ending Date: 9/30/96

Purpose: To improve the quality of existing placements and services for children with deaf-blindness.

Outcomes: The project will develop a consultant pool of experts. It will also select quality deaf-blind project reports, research findings, peer reviewed journal articles, and other materials pertaining to the provision of services to deaf-blind children and youth; and deliver this information to the field in response to requests from state agencies.

A COLLABORATIVE MODEL FOR STAFF TRAINING FOR PRACTITIONERS IN THE EDUCATION OF INFANTS, CHILDREN AND YOUTH WITH DEAF-BLINDNESS *

Marianne Riggio
Perkins School for the Blind
125 North Beacon Street
Watertown, MA 02172
PH 617-972-7264
FX 617-923-8076

Ending Date: 9/30/96

Purpose: To enhance and coordinate efforts to improve the quality of educational services for learners who are deaf-blind and their families.

Outcomes: This project will enable the development of a complete set of teacher competencies that will significantly impact the field by setting a standard by which teacher performance can be judged. A network will also be developed which will cross over lines between personnel preparation and actual service provision under Section 622.

HKNC-TAC, TECHNICAL ASSISTANCE FOR TRANSITIONAL SERVICES *

Kathy McNulty
Assistant Project Director
Janet Steveley
Project Coordinator
HKNC-TAC
111 Middle Neck Road
Sands Point, NY 11050
PH 516-944-8900, Ext 310
FX 516-944-7302
TDD 516-944-8637

Ending Date: 9/30/96

Purpose: To facilitate the transition of youth with deaf-blindness from educational programs to community-integrated adult settings and opportunities.

Outcomes: Technical assistance will be provided to states in developing statewide and local interagency teams to develop, implement, and maintain collaborative transition efforts to youth with deaf-blindness. TA to family members and consumers will focus on effective transition support services. States will also receive assistance in developing local model processes and sites in the areas of education, employment, and community living for transition-aged youth, as well as increasing the capacity of local communities to conduct individualized transition planning.

RESEARCH ON SOCIAL RELATIONSHIPS FOR CHILDREN AND YOUTH WITH DEAF-BLINDNESS *

Steve Newton
Project Coordinator
Research on Social Relationships for Children and Youth with Deaf-Blindness
University of Oregon
Specialized Training Program
Lane County
Eugene, OR 97403-1235
PH 503-346-2470
FX 503-346-5517
TDD 503-346-2474
Internet: steve_newton@ccmail.uoregon.edu

Ending Date: 9/30/95

Purpose: To address the social relationships of children and youth with deaf-blindness.

Outcomes: Five objectives will guide the project: 1) Define a conceptual understanding of social relationships that will promote the development of practical support strategies; 2) conduct a longitudinal analysis of the social relationships of students with deaf-blindness; 3) conduct five studies that assess the impact of specific strategies for supporting the development and maintenance of social relationships; 4) create three practical modules that will assist families, advocates, teachers, and staff to implement validated social support strategies; and 5) evaluate and disseminate findings.

EARLY INTERVENTION

EFFICACY OF EARLY INTERVENTION: LONG-TERM EFFECTS ***

Carl J. Dunst
Western Carolina Center
Foundation, Inc.
300 Enola Road
Morganton, NC 28655
PH 704-433-2661

Ending Date: 9/30/95

Purpose: This project will assess long-term effects of early intervention with a group of 750 infants and toddlers who had been identified as retarded and developmentally at risk and who participated in the Family, Infant, and Preschool Program (FIPP) in Morganton, NC, from July 1, 1972, to July 1, 1988; these children are now between 10-15 years old.

Outcomes: The research will produce a database containing the following types of information: defined variables related to the effects of early intervention and findings that could be used for policy and placement decisions. Other outcomes will be a monograph summarizing the research, presentations at conferences, and publications in newsletters and journals.

EARLY INTERVENTION BENEFIT/COST LONGITUDINAL STUDY ***

Linda Goetze
Utah State University
Early Intervention Research Institute
Logan, UT 84322-6580
PH 801-797-3125

Ending Date: 6/30/97

Purpose: This project will provide credible evidence on the benefits and costs of early intervention programs, including programs that vary by intensity, the degree of parent involvement, and age at start.

Outcomes: By comparing dollars spent with dollars saved, this project will provide a perspective previously unavailable in the field of early intervention for children with disabilities and will help to answer questions regarding which early intervention programs serve children and the community best.

EARLY CHILDHOOD RESEARCH INSTITUTE ON SUBSTANCE ABUSE **

Judith Carta
Juniper Gardens Children's Project
1614 Washington Blvd.
Kansas City, KS 66102
PH 913-321-3143
FX 913-371-8522

with:
Mary McEvoy and **Scott McConnell**, Minnesota
Cecilia Rokusek, South Dakota

Ending Date: 1996

Purpose: To prepare, field test, and disseminate new and adapted interdisciplinary interventions for infants, toddlers, and preschool children who are developmentally delayed, at risk for developmental delay, or disabled because of maternal use of alcohol or drugs during pregnancy.

Activities: Research activities follow a conceptual model that evaluates prenatal exposure to alcohol, cocaine, or other drugs as one of several possible risk factors for developmental delay or disability. The institute will conduct five interrelated studies: 1) cross-sectional longitudinal study of children prenatally exposed to drugs; 2) cross-sectional longitudinal study of children with fetal alcohol syndrome and fetal alcohol effects; 3) development and evaluation of new and adapted interventions that address the unique needs of children affected by prenatal exposure to drugs or alcohol; 4) development of strategies to improve coordination and continuity of services; and 5) research on dissemination practices to validate methods for translating interventions to targeted groups and for increasing fidelity of implementation. Participating children and families will be referred by community agencies. The institute will employ six types of measures to provide information on the multiple sources of risk affecting these children: demographic, medical, developmental, social, environmental and ecobehavioral. Dissemination will be coordinated with the National Association for Perinatal Addiction Research and Education to reach professionals and families.

COMMUNITY IMPLEMENTATION EARLY CHILDHOOD RESEARCH INSTITUTE: AN INSTITUTE FOR THE STUDY OF EDUCATION, HEALTH CARE, AND SCHOOL SERVICE UTILIZATION OF INFANTS, PRESCHOOL CHILDREN, AND THEIR FAMILIES **

Gloria L. Harbin
Co-Director
Carolina Policy Studies Program
Frank Porter Graham Child Development Center, UNC-CH
300 Nations Bank Plaza
Chapel Hill, NC 27514
PH 919-962-7369
FX 919-962-7328

with
Thomas T. Kochanek, Rhode Island (Co-Director)

Ending Date: 1995

Purpose: To identify and examine forces that significantly influence service utilization in state programs for children, from birth through 5 years of age, who have or are at risk for disabilities, and their families; and to develop models to determine the cost of the services provided.

Activities: Participants in the study will include state policy makers, community program administrators, service providers, and families of children with or at risk for disabilities. A team of investigators will design a series of studies to answer seven focal questions. These questions focus on who is being served by early childhood programs established under the Individuals with Disabilities Education Act, what services are being provided and how, the costs of providing these services now and in the future, and variability in service provision and utilization across families and states. Within each of three selected states, three communities with differing resource availability and population density will be studied. One early intervention program and one preschool program site will be selected within each community, and set of children, families, and service providers within each program will be selected for longitudinal case studies. Results of the studies are expected to yield critically important information - including methods to ascertain and forecast the cost of services - to better inform key decision makers at the community, state, and federal levels. Clinicians and families are expected to benefit from the objective data, and it is expected that development of self-study approaches within programs will be prompted by the findings and methodology of this study.

NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE SYSTEM (NEC*TAS) **

Pascal Trohanis
500 NationsBank Plaza
137 E. Franklin Street
Chapel Hill, NC 27514
PH 919-962-2001
FX 919-966-7463
TDD 919-966-4041
SpecialNet: fpgctr
Internet: trohanis.nectas@mhs.unc.edu

Ending Date: 1996

Purpose: To assist states and other designated governing jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8 years, and their families under Part H and Part B-Section 619 of IDEA; and to assist projects in OSEP's Early Education Program for Children with Disabilities (EEPCD).

Activities: NEC*TAS has four goals: 1) to assist states and other designated governing jurisdictions in developing and providing services for young children with special needs and their families in order to promote optimal developmental potential of these children and foster their full participation in family and community life; 2) to assist EEPCD projects in developing models for direct services to these children, inservice training, research and experimental programs, and outreach to local programs that help communities implement IDEA; 3) to link states and EEPCD projects so as to facilitate the exchange of information about models of services delivery and practice; and 4) to disseminate information about policies and practices nationally.

INCLUSION

CONSORTIUM ON INCLUSIVE SCHOOLING PRACTICES *

Chris Salisbury
Allegheny-Singer Research Institute
Office of Resource Development
320 E. North Avenue
Pittsburg, PA 15212
PH: 412-359-1600
FX: 412-359-1601
Internet: mwerts@cfsp.asri.edu

Ending Date: 8/31/99

Purpose: To initiate a collaborative effort among the Allegheny-Singer Research Institute, the State University of New York-Binghamton, San Diego State University, and the National Association of State Boards of Education with the following goals: 1) to establish a collaborative implementation process with multiple sites and full participation of stakeholders, a National Advisory Board, funded projects, and consultants; 2) to translate research and policy information into implementable educational practices; and 3) to develop the capacity of state and local education agencies to provide inclusive educational services.

Outcomes: The Consortium focuses on systemic reform; on developing a change process that creates a transactional feedback loop between State Boards of Education and the participating LEAs in their state; on working with districts as well as individual schools at the local level; on designing and delivering a variety of training and technical support activities for SEA and LEA participants using a process that capitalizes on local knowledge of issues and contexts; and on using the materials related to inclusive schooling practices developed through OSEP-funded projects to supplement the Consortium's efforts. It is anticipated that at least 8 states, 24 LEAs, and 72 individual schools (grades K-12) will develop, refine, and maintain inclusive educational practices by the end of Year 5 funding. An array of products targeting stakeholder groups will be developed and/or disseminated nationally through a consumer-based development and review process.

OUTCOMES

NATIONAL CENTER ON EDUCATIONAL OUTCOMES (NCEO)

James E. Ysseldyke
Director
National Center on Educational Outcomes
University of Minnesota
350 Elliot Hall
75 East River Road
Minneapolis, MN 55455
PH 612-626-1530
FX 612-624-0879
TDD 612-624-4848

Ending Date: 9/30/95

Purpose: NCEO will improve the assessment of educational outcomes for all students, including students with disabilities. NCEO is a collaborative effort involving the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud University.

Outcomes: During the past five years, NCEO has 1) worked to develop consensus among diverse participants about the important outcomes of education for children and youth from birth to adulthood; 2) worked with federal and state agencies on outcomes policies and accountability practices; 3) analyzed information on students with disabilities in data collection programs; 4) examined the inclusion and exclusion of students with disabilities in state and national data collection programs; 5) checked the information in national and state data collection programs against the NCEO educational model; and 6) participated in national standards-setting efforts. NCEO has produced over 50 documents, including technical reports, synthesis reports, and policy briefs.

FIRST DECADE AFTER GRADUATION: QUALITATIVE ANALYSIS OF POSTSCHOOL OUTCOMES FOR 1985 AND 1990 GRADUATES ***

Eugene Edgar
University of Washington
Experimental Education Unit
EEU, WJ-10
Seattle, WA 98195
PH 206-543-4011

Ending Date: 9/30/95

Purpose: This project will examine how variables such as special education classification, socioeconomic status, and personal factors interact during the 5 to 10 years after high school. It will also suggest ways the key variables could be manipulated in secondary school programs to increase the likelihood of a special education student making a successful transition to an adult occupation and lifestyle.

Outcomes: Areas of need typical of young people within disability groups will be revealed. The program will develop simulation models and database guidelines for program changes in special education.

USING FOLLOW-ALONG INFORMATION EFFECTIVELY ***

Andrew Halpern
University of Oregon
175 College of Education
Eugene, OR 97403
PH 503-346-1409

Ending Date: 7/31/95

Purpose: The project will build upon a strong foundation of existing work, including a systems-change model called the Community Transition Team Model, and a follow-along model, both of which are currently being implemented by the applicant on a statewide basis in Oregon.

Outcomes: Dissemination of project methods and materials to interested SEAs throughout the country will involve a two-step procedure: first, a national symposium will be held to present the model to SEA staff who are responsible for secondary special education and transition programs; following the symposium, regional workshops will be conducted in five regions of the country to train SEA staff.

FINANCE

CENTER FOR SPECIAL EDUCATION FINANCE (CSEF)

Jay Chambers
Thomas Parrish
Center for Special Education Finance
1791 Arastradero Road
P.O. Box 1113
Palo Alto, CA 94302
PH 415-493-3550
FX 415-858-0958

Ending Date: 9/30/97

Purpose: CSEF will provide policymakers and administrators at the federal, state, and local levels, data, analyses, expertise, and opportunities for information sharing regarding complex and critical special education finance issues.

Outcomes: Among its planned products and services, the CSEF provides: 1) information for reports to Congress regarding special education services, expenditures and costs; 2) information to help decisionmakers at all levels improve practices in the allocation of scarce resources to special education services; 3) a methodology for improving the processes of gathering, analyzing, reporting, and interpreting resource and cost data related to special education services; 4) information on the impact of new technologies for service delivery on the allocation and utilization of resources for special education populations; and 5) a methodology for conceptualizing and formulating federal and state level mechanisms for funding special education services.

SECONDARY TRANSITION

SCHOOL-TO-WORK OUTREACH PROJECT: ENSURING THE PARTICIPATION OF YOUTH WITH DISABILITIES IN THE FULL RANGE OF NATIONAL SCHOOL-TO-WORK PROGRAMS

Teri Wallace
University of Minnesota
Institute on Community Integration
102 Pattee Hall
150 Pillsbury Drive
Minneapolis, MN 55455
PH 612-626-7220
FX 612-624-9344
Internet: walla001@maroon.tc.umn.edu

Ending Date: 9/30/97

Purpose: To assist and support the adoption of proven models, components of models, and other exemplary practices designed to improve the capacity of special education programs to fully implement the transition service requirements of Part B of the Individuals with Disabilities Education Act.

Outcomes: Written descriptions of the proven models will be produced and disseminated to include expected costs, needed personnel, staff training, equipment, and other important aspects of these programs to facilitate adoption and replication. Using a comprehensive mailing list and an electronic bulletin board, the program will distribute these materials, including a project brochure, articles in existing regional and national newsletters, a resource directory of experts and consultants, and chapters in anthologies of research. Program staff will also conduct state and multi-state dissemination workshops and conferences.

TRANSITION RESEARCH INSTITUTE AT ILLINOIS

Lynda Leach
Transition Research Institute
College of Education
University of Illinois at Urbana-Champaign
113 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
PH 217-333-2325
FX 217-244-0851
TDD 217-333-2325
Internet: leachlyn@ux1.cso.uiuc.edu

Ending Date: 8/20/95

Purpose: The Transition Research Institute is designed to address both the theoretical and practical problems of transition, and to organize and conduct a complimentary set of activities including research, evaluation, and evaluation technical assistance. The on-going mission of the Institute is to define effective practices that will promote the successful transition of youths with disabilities from school to adult life.

Outcomes: Descriptions of Model Demonstration Transition Programs, research literature on such topics as employment outcomes, quality of life, social competency, transition practices (publications list), a transition library with over 4,000 holdings, and transition curricula for use in personnel preparation.

NATIONAL TRANSITION NETWORK

David Johnson
Project Director
National Transition Network
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
PH 612-624-1062
FX 612-624-9344
TDD 612-297-5353

Ending Date: 9/30/97

Purpose: To provide technical assistance and evaluation services to 30 states implementing statewide systems change projects in transition. More specifically, the role of the National Transition Network is to strengthen the capacity of individual states to effectively improve school-to-work transition policies, programs, and practices, by providing technical assistance and consultation in essential areas of state project implementation. Further, the Network operates to generate and disseminate policy-relevant information for the purpose of improving state and local policy and program structures. Collaborators include the University of Minnesota; the University of Vermont; the University of Illinois, Urbana-Champaign; Colorado State University; the University of Arkansas; the Technical Assistance for Parent Programs of Boston, MA; and, the PACER Center of Minneapolis, MN.

Outcomes: In addition to technical assistance activities, the Network will analyze and disseminate relevant information on changes in federal policies and laws affecting transition, as well as general information that can be used in the planning and implementation of strategies to improve transition services.

SOCIAL RELATIONSHIPS

CONSORTIUM RESEARCH INSTITUTE ON SOCIAL RELATIONSHIPS *

Luanna Meyer
Syracuse University
School of Education
150 Huntington Hall
Syracuse, NY 13244-2280
PH 315-443-9651, 1881
FX 315-443-3289
Internet: lmeyer@sued.syr.edu

Ending Date: 9/30/97

Purpose: To establish a Consortium Research Institute to study effective intervention strategies and meaningful social relationship outcomes. The Consortium includes Syracuse University (Dr. Luanna Meyer), the University of Washington (Dr. Ilene Schwartz), Washington State University, the University of Maryland (Dr. Elizabeth Harry), and California State Universities at Long Beach (Dr. Marquita Grenot-Scheyer) and Sacramento (Dr. Hyun-Sook Park).

Outcomes: Products include: Handbook on Promoting Social Relationships (part of AAMR research to practice series), Handbook on Gaining Entree for Your Child: Building School and Community Relationships, a series of articles to be published in popular press, scholarly publication on inclusive schools and communities for children and society, monograph on families with emphasis upon cultural diversity, data-based research reports, training modules for community recreation programs; and a 30-minute professional videotape.

TEACHER TRAINING

A FOUR-PRONGED MIDDLE SCHOOL INTERVENTION FOR STUDENTS WITH MILD DISABILITIES: FOCUS ON PROFESSIONAL DEVELOPMENT ***

Russell Gersten
Eugene Research Institute
1400 High Street, Suite C
Eugene, OR 97401
PH 503-342-1552

Ending Date: 6/30/95

Purpose: This project will develop, implement, and evaluate a comprehensive, four-pronged intervention at the middle school level to improve the quality of education received by students with mild disabilities and those at risk for special education referral.

Outcomes: Three manuals for professional development activities will be developed: a presenters' guide for training teachers and support staff, a guide for establishing and implementing class-wide peer tutoring at the middle school level, and a guide discussing effective cooperative learning strategies. Successful behavior control strategies developed by teacher-peer collaboration teams will be compiled in a separate report. Manuals and findings will be widely disseminated, and articles and reports will be submitted to professional journals.

USING DISTANCE EDUCATION TO IMPROVE THE QUALITY OF TRANSITION PROVIDERS ****

Cari Dunn
Department of Rehabilitation and Special Education
College of Education
Haley Center
Auburn University
Auburn University, AL 36849
PH 334-844-2086
FX 334-844-2080

Ending Date: 9/30/97

Purpose: This project will use distance education as a learning medium for improving the quality of services and programs for secondary students with disabilities in transition. Through distance-based instruction, as an alternative to traditional preservice training, the opportunity to acquire skills and knowledge on transition will be made available to an array of personnel, including special education, vocational education, and general education teachers; school and rehabilitation counselors; job coaches; parents and other interested persons.

Outcomes: The project will develop, field test, evaluate, and disseminate distance education as a medium for imparting five knowledge based modules on transition. The content focus of these models is on the following:

* Foundations of transition;
* Functional assessment and curricula;
* Vocational and community preparation;
* Student and parent involvement; and
* Interagency participation.

Courses will be delivered through Auburn University's Office of Distance Learning and Outreach Technology and field tested by fifty pilot learners who will evaluate the approach and the materials. The five video-based curricula, the educational materials, and the training model will be made available at no cost to State Departments of Education throughout the country.

DISTANCE LEARNING AND MULTIMEDIA: PREPARATION IN ADAPTED PHYSICAL EDUCATION ****

Stephen Klesius
School of Physical Education,
Wellness and Sport Studies
University of South Florida
4202 East Fowler Avenue, PED 214
Tampa, FL 33620
PH 813-974-3443.
FX 813-974-3826
Internet: bowers@tempest.coedu.usf.edu

Ending Date: 5/30/99

Purpose: To develop a distance learning and multimedia program for use in university and continuing professional preparation of teachers who provide physical education programs for students with disabilities.

Outcomes: The project will develop 12 videotapes, with print material and a multimedia program for use by school systems and universities. Video and multimedia production will be accomplished by WUSF-TV, a public broadcasting station. The videotapes will be disseminated through the established I'M SPECIAL Network and State Department of Education contacts. For each of the first four years of the project, 50 master videotapes will be distributed to State Departments of Education to make copies for distribution.

ALLNET: AN INCLUSION TRAINING NETWORK ****

Lisa Ehrhart
Telecast Coordinator
Department of Special Education,
Aderhold Hall
University of Georgia
Athens, GA 30602
PH 1-800-296-4770
FX 706-542-5877
Internet: itnuga@moe.coe.uga.edu

Ending Date: 7/31/99

Purpose: To increase the quantity and quality of training available to mainstream and special educators so that these teachers will have the skills necessary to include students with disabilities in all aspects of education. ALLNET will be an inclusion training network of live and interactive satellite teleconferences for a five-year period.

Outcomes: The project will develop a minimum of 15 two-hour live broadcasts featuring background information on inclusion, debate on current issues regarding inclusion, and collaborative teaching strategies for regular and special education teachers.

The ALLNET teleconferences will feature presentations and applied assignments to be conducted in each participant's classroom. The speakers featured on each telecast will include nationally recognized scholars, as well as teachers and parents. On-site facilitators at each downlink location will assist the participants with interactive activities which reinforce telecast content. Participants across the United States will be able to call in their questions and comments to the presenters during the live telecast.

The Georgia Center for Continuing Education at the University of Georgia is providing the television production facilities and the satellite uplink. During Year 1, ALLNET will (a) establish 100 downlink sites (30 in Georgia and 70 across the nation); (b) produce three teleconferences; and (c) train 6,000 teachers.

TECHNOLOGY

IMPROVING MANAGEMENT, PLANNING, AND ACHIEVEMENT THROUGH COMPUTER TECHNOLOGY: PROJECT IMPACT ***

Lynn S. Fuchs
Douglas Fuchs
Vanderbilt University
Peabody College
Box 328
Nashville, TN 37203
PH 615-343-4782

Ending Date: 8/31/95

Purpose: This project will examine the contribution of contextual features to the efficacy of computer-managed instruction (CMI) in the field of mathematics instruction.

Outcomes: This project is expected to produce critical outcomes and otherwise unavailable information for the field. Products will include (a) upgraded, validated computer programs to facilitate implementation of a comprehensive CMI math system, which enhances teacher decision making and individualized instruction and improve achievement levels among students with disabilities; (b) critical information about methods and materials required for successful implementation of technological innovations; (c) key information about the relative impact and benefit of technology on educational improvement; (d) data on the role of trade, age, and severity of disability in determining outcomes; and (e) manuals and videotapes to enhance teacher training in these methods. Scholarly findings will be disseminated via ERIC reports, journal articles, and conference presentations.

NATIONAL CENTER TO IMPROVE THE TOOLS OF EDUCATORS (NCITE) ***

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Ending Date: 9/30/96

Purpose: This project will establish a center to advance the quality of technology, media, and materials (TMM) for providing special education and related services to children with disabilities.

Outcomes: The center will evaluate technology, media, and materials across age groups (early childhood to transition), disabilities (mild to severe), and outcomes (enhancing academic learning to improving social relationships). Partnerships will be formed with major stakeholders including parents, teachers, administrators, researchers, developers, producers, distributors, and representatives of private industry. Major activities will include: developing a strategic framework for aligning design of TMM with needs of children, educational activities, and procedures; conducting analyses and syntheses of quality TMM; providing networks, exchanges, meetings, and focus groups to review and exchange information; and developing and disseminating materials which provide guidance to TMM developers, producers, and distributors/publishers. Products for dissemination will include research syntheses, newsletters, and guidelines for producers, developers, and publishers of TMM.

MAKE IT HAPPEN! THE IMPACT OF INNOVATIVE TECHNOLOGIES TO SUPPORT INQUIRY-BASED INSTRUCTION ON ADOLESCENTS WITH DISABILITIES ***

Judy Zorfass
Educational Development Center, Inc.
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55 Chapel Street
Newton, MA 02160
PH 617-969-7100

Ending Date: 9/30/95

Purpose: The goal of this project is to rigorously evaluate the impact of innovative technologies on students with learning and emotional disturbance disabilities under optimal teaching and learning conditions.

Outcomes: The following outcomes are expected: 1) findings on the effective use of innovative technologies and active teaching practices to support inquiry-based learning for students with disabilities; 2) tools to assess growth in inquiry-based learning, on and off the computer; 3) technology-based procedural facilitation tools for teachers and students that support inquiry-based learning; 4) concrete examples in written and video formats of technology-supported, inquiry-based instruction for students with disabilities; and 5) specific procedures and guidelines for implementation of the innovations in other settings.

PRACTICE IMPROVEMENT CENTER ON THE EFFECTIVE AND EFFICIENT USE OF TECHNOLOGY USE TECHNOLOGY, MEDIA AND MATERIALS IN THE PROVISIONS OF EDUCATION AND RELATED SERVICES TO CHILDREN AND YOUTH WITH DISABILITIES ***

Judy Zorfass
Education Development Center, Inc.
School and Society Programs
55 Chapel Street
Newton, MA 02160
PH 617-969-7100

Ending Date: 9/30/97

Purpose: This project has two goals: 1) to collect, analyze, validate, and extend extant research regarding effective and efficient use of technology, media, and materials (TMM) to improve outcomes for children and youth with disabilities, and 2) to provide access to research and promote its use by practitioners so that they may better meet the educational and related service needs of children and youth with disabilities.

Outcomes: Formats for dissemination efforts will include: 1) research briefs, 2) training manuals; 3) videotapes with accompanying print materials; 4) an on-line multimedia magazine containing text, still pictures, sound, and video; 5) videoconferences broadcast via PBS stations across the country; 6) tapes of teleconferences with accompanying facilitator's guides; and 7) electronic bulletin board discussions.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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